

## Crosswalk for 2014 GED® High Impact Indicators for Reasoning through Language Arts to College and Career Readiness Standards with Connections to KY Skills U Lesson Bank

Source: <https://www.passged.com/media/pdf/educators/curriculum-blueprint.pdf>

High Impact Indicator	College and Career Readiness Standard	Correlating Lessons in Lesson Bank
<p>R.3.1: Order sequences of events in texts. Primarily measured with literary texts.</p>	<p>CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.1.3 RI.3.3 RI.4.3 RI.8.3 RH.6-8.3 RST.6-8.3 RI.11-12.3 RH.9-10.3 RST.9-10.3</p>	<p><b>ORDER SEQUENCE OF EVENTS IN INFORMATIONAL TEXTS:</b></p> <p><b>CCR Level C/NRS Level 3</b></p> <ul style="list-style-type: none"> <li>• Social Studies and Systems</li> <li>• Analyzing the Effects of Reducing, Reusing, and Recycling- Can you Make a Difference? (Note: Partial alignment to steps to recycling)</li> </ul> <p><b>CCR Levels C-D/NRS Level 3-4</b></p> <ul style="list-style-type: none"> <li>• 5S System of Lean Manufacturing</li> <li>• End of Life Care</li> <li>• First Things First</li> </ul> <p><b>CCR Level D/NRS Level 4</b></p> <ul style="list-style-type: none"> <li>• Following Multi-Step Procedures for Trade Jobs</li> <li>• Part 2 of Essay on a Goal Achiever: Writing the First Draft</li> <li>• Forklift Safety</li> </ul> <p><b>ORDER SEQUENCE OF EVENTS IN LITERARY TEXTS:</b></p> <p><b>CCR Level D/NRS Level 4</b></p> <ul style="list-style-type: none"> <li>• Climax on the Rainy River: Character, Setting, and Plot Devices</li> </ul>
<p>R.4.1/L.4.1: Determine the meaning of words and phrases as they are used in a text, including determining connotative and</p>	<p>CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative</p>	<p><b>CCR Levels B-C/NRS Levels 2-3</b></p>

<p>figurative meanings from context. Measured with both informational and literary texts.</p>	<p>meaning, and analyze how specific word choices shape meaning or tone.</p> <p>RI.1.4 RI.3.4 RI.5.4 RL.5.4 RI/RL.6.4 RI/RL.9-10.4 RST.9-10.4 L.6.4</p>	<ul style="list-style-type: none"> <li>• SMART Goal-Setting (Note: a few vocabulary words discussed in context)</li> </ul> <p><b>CCR Level C/NRS Level 3</b></p> <ul style="list-style-type: none"> <li>• Importance of Sleep</li> <li>• Speaking and Listening (Note: a few vocabulary words discussed in context)</li> <li>• The Words We Live By (Note: a few vocabulary words discussed in context)</li> <li>• Vaccinations (Note: a few vocabulary words discussed in context)</li> <li>• What Dream Picked You? (Literary and Informational)</li> </ul> <p><b>CCR Levels C-D/NRS Levels 3-4</b></p> <ul style="list-style-type: none"> <li>• Dateline Chappaquiddick- Analyzing One of the Top 100 Speeches of the 20th Century</li> <li>• First Things First</li> <li>• Getting Your Bearings</li> <li>• Healthcare Worker Importance of Following Directions (Note: a few vocabulary words discussed in context)</li> <li>• Identifying Hazards (Note: a few vocabulary words discussed in context)</li> <li>• Intro to OSHA (Note: a few vocabulary words discussed in context)</li> </ul> <p><b>CCR Level D/NRS Level 4</b></p>
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<p>R.5.3: Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose. Measured with both informational and literary texts.</p>	<p>CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or standard) relate to each other and the whole.</p> <p>RI.1.5 RI.2.5 RI.3.5 RI.4.5 RI.5.5</p>	<p><b>CCR Levels C-D/NRS Levels 3-4</b></p> <ul style="list-style-type: none"> <li>• First Things First (Note: using signal words is one part of this lesson)</li> </ul> <p><b>CCR Level D/NRS Level 4</b></p> <ul style="list-style-type: none"> <li>• Part 2 of Essay on a Goal Achiever: Writing the First Draft (Note: using signal words is one part of this lesson)</li> </ul>

	RI.6.5 RI.7.5 RI.9-10.5 RI.11-12.5	
R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim. Primarily measured with informational texts.	CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RI.1.8 RI.2.8 RI.5.8 RI.8.8 RI.9-10.8	<b>CCR Level D/NRS Level 4</b> <ul style="list-style-type: none"> <li>• Author's Point of View</li> <li>• Comparing Arguments Between Texts: To Build or Not to Build?</li> <li>• Health Science Careers in Diagnostic Services: Analyzing the Evidence and Writing and Extended Response</li> <li>• GED Extended Response Lesson 1: Analyzing the Evidence</li> <li>• GED Extended Response Lesson 2: Writing the Introduction</li> <li>• GED Extended Response Lesson 3: Writing the Body &amp; Conclusion</li> <li>• GED Extended Response Lesson 4: Revising and Scoring Your Essay</li> <li>• Uranium-Friend or Foe, Comparative Analysis in Science</li> <li>• Believe It or Not—Checking the Facts</li> </ul>
R.8.6: Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided. Primarily measured with informational texts.	CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RI.1.8 RI.2.8 RI.5.8 RI.8.8 RI.9-10.8	<b>CCR Level D/NRS Level 4</b> <ul style="list-style-type: none"> <li>• Author's Point of View</li> <li>• Comparing Arguments Between Texts: To Build or Not to Build?</li> <li>• Health Science Careers in Diagnostic Services: Analyzing the Evidence and Writing and Extended Response</li> <li>• GED Extended Response Lesson 1: Analyzing the Evidence</li> <li>• GED Extended Response Lesson 2: Writing the Introduction</li> </ul>

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